



Introduction

This policy outlines the teaching, organisation and management of the Geography taught and learnt at Hawthorn Tree School. It reflects the school's values and ethos. The policy has been drawn up and has the full agreement of the governing body. The implementation of the policy is the responsibility of the teaching staff.

The role of the geography subject leader is to;

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in geography throughout the school.
- Support colleagues in the development of planning, their implementation of the scheme of work and assessment and record keeping activities.
- Monitor progress in geography and advise the head teacher on action needed
- Conduct work sampling regularly focussing on different aspects of teaching and learning.
- Take responsibility for the purchase and organisation of central resources for geography.
- Keep up to date with developments in geography education and disseminate information to colleagues as appropriate.

The importance of Geography

1. Geography is a valued part of the National Curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people.

Geography stimulates curiosity and imagination and we aim to build upon the child's 'personal geography' by developing geographical skills, understanding and knowledge through studying places and themes.

Geography encourages children to learn through experience particularly through fieldwork and practical activities.

Aims

2. Good Geography teaching aims to:

- Inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.
 - Acquire Geographical knowledge, understanding and skills.
 - Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- (Taken from the New Primary Geography Curriculum-Reference:DFE-00186-2013).

Statutory entitlement and time allocation for KS1 and KS2.

3. In order to achieve the objectives of the Geography Curriculum, the subject should be taught either as an isolated topic or is integrated with other subjects through a half termly or termly topic and other subjects are linked in with it.

Teaching and Learning Style – Implementation.

4. In lessons a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work. Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Teacher produced work cards
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT
- Commercially available packs which are used to support topic work and geographical themes.

Within a class there will be a wide range of abilities, from those who are more able to, have English as an additional language to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual.

Planning

5. Planning is carried out on 3 levels

- Long term planning of topics covered
- Medium planning
- Short term planning

Planning is the responsibility of individual teachers and should be used to

- Set clear objectives
- Ensure work is matched to pupil's abilities and interests
- Ensure progression, continuity and subject coverage throughout the school.

Resources

6. The resources available include: reference books, textbooks, teacher prepared materials, pictures, photographs, maps, atlas's, globes, digital map referencing software. Resources will be kept in the Geography resource area located in the staff room and sometimes in classrooms. Project boxes for each year group will be introduced so that resources are easily located and resources show progression in similar programmes of study.

ICT

ICT will be used in various ways to support teaching and motivate pupils learning. ICT involves the computer, audio, visual aids, CD-ROMS, DVD' and digital map referencing software. The ICT suite may be used to enhance lessons and enable children to find information off the internet and other programs to support their learning.

Geography contribution to learning across the curriculum

7. Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2. Both key stages will focus on Locational knowledge, Place knowledge, Human and Physical geography and Geographical skills and fieldwork. Links to other areas of the curriculum can be made through ICT, maths in the form of data collection/graphs and literacy through non-fiction writing. Geography units as set out below will enable children to explore different cultures across the world allowing pupils to understand differences and compare them to British cultures. Please see attached new curriculum objectives.

The units of work for Geography.

Key Stage 1

In Key Stage 1 these focus areas can be taught in the following teaching units

- Our school within its locality
- A small area of the united kingdom
- A small area of a contrasting non-European country
- Weather patterns in the United Kingdom.
- Hot and cold areas of the world.
- The United Kingdom
- The World

Key Stage 2

In Key Stage 2 these focus areas can be taught in the following teaching units

- The local area
- A region of the United Kingdom
- A region of a European country
- A region within North America
- A region within South America
- The geography of the world

Equal Opportunities/ SEN

8. In lessons a variety of approaches will be used to ensure continuity and progression. Lessons will include a blend of whole class teaching, group work and individual work. Learning activities may consist of

- Groups, usually of mixed ability or differentiated tasks
- Teacher produced work cards
- Relevant discussion at class, group and paired level
- A chance for groups to communicate findings in a variety of ways including the use of ICT
- Commercially available packs which are used to support topic work and geographical themes.

Within a class there will be a wide range of abilities, from those who are more able, those who have English as an additional language to those who have special educational needs. The class teacher will provide differentiated activities for the children through task, outcome and resources and the support given to meet the needs of the individual therefore enabling participation for all abilities within the classroom.

Assessment and Monitoring

9. Assessment will take place at three connected levels: short term, medium term and long term. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment. Short term assessments will be an informal part of every lesson to check pupil understanding and give information, which will help teachers adjust day to day lesson plans.

Medium term assessments will take place after each unit from the scheme of work has been completed.

Long term assessments will take place towards the end of the school year to assess and review pupil's progress and attainment. These assessments will be drawn from teacher assessment, records and medium term plan assessments. This will be passed on to the pupil's next teacher in line with the schools non-core assessment procedure.

Records of pupil's achievements are kept to:

- Plan for pupil's future learning
- Report progress to parents
- Maintain a written record of a pupil's learning
- Provide a curricular record of each pupil.
- Make whole school judgements on standards in the subject.

Appendices

- 1. The scheme of work overview for Geography.**
- 2. The New National Curriculum for Geography.**

Review date for this Policy 2017